

## HOPKINS MIDDLE

1601 Clarkson Rd.  
Hopkins, S. C. 29061

**GRADES** 6-8 Middle School

**ENROLLMENT** 571 Students

**PRINCIPAL** David Montgomery 803-695-3331

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	19	20	1

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Below Average	Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No

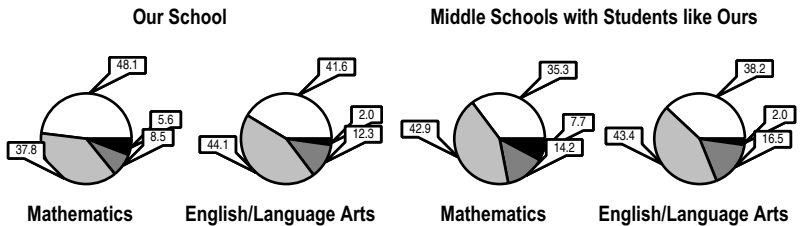
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	565	99.3	41.5	44.2	12.3	2.0	20.4	Yes	Yes
Gender									
Male	281	98.6	48.1	41.8	10.1	0.0	14.3		
Female	284	100.0	35.5	46.3	14.3	3.9	25.9		
Racial/Ethnic Group									
White	45	100.0	34.1	46.3	9.8	9.8	22.0	Yes	Yes
African-American	511	99.4	42.9	44.2	11.8	1.1	19.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	495	99.4	38.0	46.0	13.7	2.3	22.4		
Disabled	70	98.6	67.8	30.5	1.7	0.0	5.1	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	563	99.3	41.7	44.1	12.3	1.8	20.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	565	99.3	41.5	44.2	12.3	2.0	20.4		
Socio-Economic Status									
Subsidized meals	386	99.5	45.5	42.8	10.5	1.2	17.2	No	Yes
Full-pay meals	178	98.9	33.5	47.0	15.9	3.7	26.8		

Mathematics - State Performance Objective = 15.5%									
All Students	565	98.9	47.9	38.0	8.5	5.7	22.6	Yes	Yes
Gender									
Male	281	98.6	47.3	41.4	6.3	5.1	21.1		
Female	284	99.3	48.4	34.9	10.5	6.2	24.0		
Racial/Ethnic Group									
White	45	100.0	39.0	31.7	9.8	19.5	46.3	Yes	Yes
African American	511	99.0	49.4	38.7	8.3	3.6	19.5	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	495	99.0	42.9	41.3	9.4	6.4	25.2		
Disabled	70	98.6	84.7	13.6	1.7	0.0	3.4	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	563	98.9	48.1	38.1	8.5	5.3	22.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	565	98.9	47.9	38.0	8.5	5.7	22.6		
Socio-Economic Status									
Subsidized meals	386	99.0	52.3	38.1	7.6	2.1	15.1	Yes	Yes
Full-pay meals	178	98.9	39.0	37.8	10.4	12.8	37.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	204	99.5	38.4	40.5	17.3	3.8	21.1
	Grade 7	179	98.9	32.7	57.9	9.4	N/A	9.4
	Grade 8	215	99.5	48.2	40.8	10.5	0.5	11.0
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	181	100.0	46.2	38.0	11.1	4.7	15.8
	Grade 7	203	99.5	37.6	50.5	10.8	1.1	11.8
	Grade 8	183	98.4	42.4	44.8	12.7	N/A	12.7

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	204	100.0	39.8	40.9	11.3	8.1	19.4
	Grade 7	179	100.0	51.6	35.4	9.9	3.1	13.0
	Grade 8	215	100.0	57.1	39.3	3.1	0.5	3.7
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	181	99.4	34.7	45.3	13.5	6.5	20.0
	Grade 7	203	99.0	57.3	33.5	3.8	5.4	9.2
	Grade 8	183	98.4	53.3	34.5	7.9	4.2	12.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 571)				
Students enrolled in high school credit courses (grades 7 & 8)	33.5%	Down from 34.3%	12.2%	14.6%
Retention rate	0.5%	Down from 3.3%	4.1%	3.0%
Attendance rate	95.7%	Up from 95.4%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.5%		6.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.5%		6.2%	5.3%
Eligible for gifted and talented	11.4%	Down from 13.1%	11.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.7%	Down from 14.9%	14.1%	13.9%
Older than usual for grade	2.1%	Down from 2.3%	5.7%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.0%	Down from 5.3%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	56.5%	Up from 49.0%	47.9%	48.7%
Continuing contract teachers	80.4%	Up from 75.5%	81.1%	81.7%
Highly qualified teachers**	80.5%	N/A	88.9%	90.4%
Teachers with emergency or provisional certificates	7.1%		4.9%	5.3%
Teachers returning from previous year	91.5%	Up from 89.2%	83.4%	85.1%
Teacher attendance rate	91.7%	Down from 93.9%	95.0%	94.8%
Average teacher salary	\$41,033	Up 3.8%	\$39,103	\$40,566
Prof. development days/teacher	5.0 days	Down from 9.9 days	10.1 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	3.3
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.9 to 1	21.4 to 1	21.3 to 1
Prime instructional time	86.0%	Down from 87.6%	89.5%	89.3%
Dollars spent per pupil*	\$7,091	Up 3.4%	\$5,556	\$5,821
Percent of expenditures for teacher salaries*	65.2%	Down from 67.9%	63.1%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	80.8%	Up from 72.9%	96.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hopkins Middle School, a School of Promise Flagship School, had an average student population of 575 students during the 2003-2004 school year.

Throughout the year, our students were recognized for many academic and extracurricular endeavors. The girls' basketball team won the District Championship. Students participated in the Benedict College Talent Search Program. Three students were named as South Carolina Junior Scholars and twenty-four as Middle School Scholars. Six placed in the Richland One Visual Literacy Festival, and eleven placed in district or state essay contests. The Junior Beta Club students were 1st place talent competition winners at the state convention. Students also were selected for District Junior Honor Band, District Honors Orchestra, District Honors Chorus, and Region III Honor Band. Fifteen students participated in the Hopkins Tech Team-a three-year grant project funded by the National Science Foundation and SC Educational Television in partnership with the Girl Scouts of America.

Student access to technology greatly enhanced our instructional program, with computers in each classroom, in the media center, and two fully equipped computer labs. English/language arts and mathematics classes were scheduled for an additional 90 minute-block to allow all students additional time for remediation or enrichment. The Accelerated Reader and Accelerated Math Programs also were utilized daily during this block. Sixth grade students were first year participants in the federally funded Reading Is Fundamental (RIF) Program.

In our continued efforts to improve test scores, opportunities for additional academic assistance were provided through an after-school program focusing on tutoring and homework assistance. Enrichment classes were offered for students who scored proficient. The instructional program also was enhanced through continued staff development and implementation of Standards in Practice, The Principles of Learning and Fred Jones' Tools for Teaching. Also, business partnerships were established with The State Newspaper and Fort Jackson to provide tutors and mentors for our students.

In our efforts to provide a quality education, we are faced with the challenge of reducing the teacher/pupil ratio, securing certified teachers, continuing to expand our use and incorporation of technology, and actively engaging parents in the educational process of our students.

David L. Montgomery, Principal, Hopkins Middle School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	41	162	59
<b>Percent satisfied with learning environment</b>	35.0%	55.4%	68.4%
<b>Percent satisfied with social and physical environment</b>	52.5%	67.3%	50.9%
<b>Percent satisfied with home-school relations</b>	31.7%	76.6%	56.9%

\*Only students at the highest middle school grade level at this school and their parents were included.